

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13WI1

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**
☐ ☐ ☐ ☐

Name of Principal: Mr. Ryan Welnetz

Official School Name: Suamico Elementary School

School Mailing Address: 2153 School Ln
 Green Bay, WI 54313-8015

County: Brown State School Code Number*: 26040100

Telephone: (920) 662-9800 E-mail: ryanwelnetz@hssd.k12.wi.us

Fax: (920) 662-9888 Web site/URL: http://suamico.hssd.k12.wi.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Damian LaCroix Superintendent e-mail: damilacr@hssd.k12.wi.us

District Name: Howard Suamico District Phone: (920) 662-7878

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Lisa Botsford

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 9119

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	36	33	69
1	32	22	54
2	37	22	59
3	37	26	63
4	28	30	58
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			303

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2011	303
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 2
Number of non-English languages represented: 1
Specify non-English languages:

Hmong

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 29

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 28

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>13</u>
Paraprofessionals	<u>1</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>10</u>
Total number	<u>22</u>	<u>27</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

As community members drive along the county road and gently descend a rolling hill, Suamico Elementary School, built in 1954, emerges nestled within a pine grove forest setting. Echoes from the past remain evident with the original one room schoolhouse, Tremble School, visible on the edge of the property. As the farming community changed over six decades to a suburban environment, strong community support allowed the school to grow from a one room school to a 21st century learning environment. These changes have been driven by Howard-Suamico School District's (HSSD) mission "to work together with families and community to ensure students have the knowledge and skills to succeed in a changing world". The current Suamico Elementary School services an ever-growing suburban community that enjoys living in a country-like setting while being able to commute to surrounding city conveniences.

The most recent transformation occurred in 2008 when a fifth district elementary school was opened to alleviate overcrowding. This required a change in school boundaries and Suamico Elementary embraced new students, staff and families. While 50% of the student population changed, the school's unity provided a seamless transition. Throughout the village's significant growth, the school has remained integral to the community, providing families with a welcoming, safe learning environment for all Suamico Panthers. As a result, many families from outside the district apply to be part of this learning community. The feeling of warmth and belonging, much like "home", has not been lost through rapid growth of the village of Suamico and the district.

The Suamico staff embraces the school mission, "to educate and support so all may learn", by setting improvement goals centered on individual student growth. Teachers narrow the focus to include two main improvement priorities: first, dig deeper into individual students to enhance learning opportunities and second, adjust instruction to meet the needs of each student. A consistent high achievement pattern has been attained because teachers have prioritized individual needs. On the 2011-2012 Wisconsin Department of Public Instruction School Report Card, Suamico students ranked among the top 1.1%, or 22nd out of 2,118 public schools in the state. These results are evidence that Suamico Elementary is living the district's vision, "to develop productive, responsible, civic-minded adults who prosper and serve".

The Suamico team has adapted to the needs of the 21st century learner by continually improving instructional practices. Grade level collaboration provides consistent instruction and assessment. Partnerships across grade levels ensure seamless student transitions and provide a common language to scaffold learning. The seasoned staff, with 67% holding a master's degree, has an average teaching experience of fourteen years. The staff turnover rate of less than 6% over the past five years has created a professional learning community where teachers are willing to show individual vulnerability in the quest to do what is best for students.

The principal is an integral part of the professional learning community. While leading by example, he entrusts his students and staff to be strong members of the collaborative learning environment. His research and modeling of current best practices encourages staff to help students grow as 21st century learners. A positive tone is set by the principal at the beginning of the year assembly where students are reminded what it means to be a Suamico Panther. Being a responsible and respectful Suamico Panther is carried out in daily activities where students feel pride for their school. Panther achievements are celebrated at an end-of-the-year assembly. The principal's belief in functioning as "family" is evident in connections among stakeholders.

Suamico Elementary's partnership with the Parent Teacher Organization (PTO) reinforces its mission. The PTO promotes connections between families and staff through family events. The PTO has funded

various initiatives such as field trips, technology (iPads, laptops, document cameras), artist-in-residence programs (author visit, LEGO robotics, science), school culture events (field day, family night, auction) and more. This partnership enhances the implementation of curriculum.

Another unique characteristic of Suamico School includes its 17 acre forest. The forest offers hiking trails and classroom stations. It is used as a living classroom where students explore curriculum concepts. Adjacent to the forest is a sledding hill affectionately nicknamed “Suamico Hill”. Sledding has become a highlight in physical education and a community tradition where families join the fun on weekends. Each spring, families complete service projects to clean the school grounds and improve the forest. Lifelong memories are made in this outdoor classroom.

Many academic accomplishments and community partnerships within the learning community make Suamico worthy of National Blue Ribbon status. Staff members are lifelong learners who excel at partnering with all stakeholders while providing a warm, nurturing learning environment. Students enjoy exceptional opportunities to utilize technology to learn new concepts, participate in outdoor activities and be part of a strong Suamico Panther family.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) Students at Suamico Elementary take part in a district-initiated assessment plan each year. This plan includes three assessment windows where students in kindergarten through fourth grade are individually tested on Fountas and Pinnell running record reading levels. Additional assessments are performed at various grade levels. Kindergarten and first grade students are tested on letter name identification, letter sound understanding and phonemic awareness skills. Second through fourth grade students participate in the Northwest Evaluation Association Measure of Academic Progress (MAP) reading and math assessments. Additionally, third and fourth graders take the state assessment, the Wisconsin Knowledge and Concepts Examination (WKCE) each November.

The annual school improvement plan (SIP) defines the proficiency and growth expectations for all standardized assessments. Each year, Suamico students exceed the SIP proficiency expectations on the WKCE. The WKCE results drive decisions for improvement and adjustments to the SIP are made to reflect applicable changes. Additionally, student growth is monitored from the third grade to the fourth grade year. Individual student growth, including students with special needs and advanced students, remains the SIP focus.

Beyond the WKCE, student growth is monitored on the MAP assessment and running records. 70-85% of students score proficient or advanced and 70% meet individual growth targets on MAP, which exceeds the expectations of the SIP. Historically, 95% of students perform at the proficiency level for running records. Utilizing the assessment data to scaffold instruction supports the school mission, “to educate and support so all may learn”.

The data from various formal and informal assessments provides teachers with ongoing information to ensure continuous improvement in proficiency and growth. This ever-changing, data-driven culture promotes high expectations for student achievement which in turn helps each student embrace ownership in the learning journey.

B) The Wisconsin Knowledge and Concepts Examination (WKCE) is administered to students in grades three through eight and ten in all Wisconsin public schools each November. Suamico third and fourth graders who score advanced or proficient are considered to have met the proficiency guidelines. In the past five years, Suamico maintained high levels of participation with few parent exemptions and a minimal amount of alternative assessments utilized.

Suamico Elementary has maintained a status as a high-performing school for the past five years. The student results typically rank within the top scoring schools in the state of Wisconsin. Based on the Wisconsin Department of Public Instruction’s School Report Cards issued in September 2012, Suamico Elementary ranks as the 22nd highest scoring out of 2,118 public schools in the state. Scoring an 86.6 out of 100 on this school report card, Suamico ranked as a school that “significantly exceeds expectations” at the state level. The school report card is a composite of scores in the areas of student achievement, student growth, closing gaps and on-track readiness.

Based on WKCE test results, Suamico third graders have, over a five year average, achieved a proficiency (advanced and proficient) rate of 60% in reading and in 73% in math. Fourth graders have maintained a five year average proficiency rate in reading of 50% and in math 74%. Additionally, an average of 13% to 22% of students score in the advanced category on the WKCE assessment each year.

Several factors contribute to the students’ continued success. Teachers analyze data compiled from the WKCE and common district assessments to drive decisions on skill deficits that need further instruction.

Performance gaps are attacked through a variety of means: re-teaching, flexible grouping, co-teaching, skills emphasis work, technology integration and more. Additionally, students who perform well above expectations experience enrichment activities to ensure continued growth.

Achievement gap issues for Suamico Elementary typically are within the category of “students with disabilities” (SwD). In all other subgroup areas, results are not reported due to low student numbers within these categories. With that said, students with disabilities also make up a very small percentage of the overall population, about 9% total and the achievement gap between SwD and their non-disabled peers is typically 25-70%.

Closing special education achievement gaps has been a particular focus for the staff of Suamico Elementary over the past five years. The main theme of this work is “attack the gap”. Key strategies include:

- creating a new building schedule guaranteeing time for daily intervention and enrichment,
- keeping students in the regular classroom for first instruction,
- differentiating classroom universal instruction,
- providing extra instruction for student gap needs,
- giving resource assistance during intervention blocks,
- setting student progress goals while monitoring individual achievement of those goals,
- focusing data retreats to explore student needs, developing action plans to address student concerns,
- building co-teaching relationships to ensure student success within the classroom setting, and
- employing a continuous “Plan, Do, Check, Act” cycle on SwD progress while changing or adjusting practices as needed.

By making it a priority to get to the bottom of the learning issue first, students with disabilities are given “just in time” assistance to close the gaps faster.

Suamico’s assessment results over the past five years have been worth celebrating. Lessons learned from attacking gaps for students with disabilities have helped Suamico staff to incorporate intervention strategies and explore improvement opportunities at a deeper level for all students.

2. Using Assessment Results:

Suamico Elementary’s assessment data is constantly organized, accessed and reviewed. Each teacher understands the importance of using data to help students achieve and grow. Data is accessible in several different ways: through the district data warehouse, Pearson Inform; from spreadsheets created by the principal; by accessing information from the student information system, PowerSchool; and anecdotal, summative and formative information recorded by each teacher.

Suamico Elementary analyzes data at a variety of levels. School-wide data retreats, as well individual grade level data retreats, including special education, occur before the school year and again in the middle of the school year. During the summer data retreats, teachers perform a categorical analysis of data and develop an action plan to support the school goals preparing for individualized instruction on the first day of school. Throughout the school year, grade level teams meet weekly to collaborate in Professional

Learning Communities (PLC). Building the grade level PLC teams over the past five years has helped to foster school-wide ownership of student achievement. Instead of individual teachers thinking of students as “my students”, grade level teams are now thinking of all grade level students as “our students”. As a cohesive group of professionals, staff utilizes data to help all students make individual growth.

Data provides the catalyst to deeper work that occurs within each classroom and with each individual child. Based on the analysis of data, teachers provide classroom, small group, guided group and individual classroom instruction opportunities throughout each school day. The teacher’s role is to determine the overall needs for the classroom, while focusing on individual student needs and strategies to build success in various subject areas.

Data analysis provides the opportunity for teachers to adjust instruction for the needs of the classroom. Suamico teachers often pre-assess students to get a better understanding of current performance levels before making decisions about the instructional needs for each benchmark. For example, when pre-assessment data shows that students know the benchmark, teachers adjust the lessons to enrich or enhance students’ overall understanding. Creating common assessments fosters communication between team members to ensure expectations are consistent among classrooms. Furthermore, the common assessments give teachers the opportunity to analyze student weaknesses, adjust instruction, re-teach and determine instructional method changes that need to occur. Each year, the principal provides teachers with a grade level benchmark analysis, allowing teams to investigate how students are being assessed and graded. Overall trends help teachers determine areas of instructional focus. Collaborative utilization of grade level data, combined with the employment of pre-assessments and common assessments, creates uniformity between classrooms.

Student goal setting has become an important part of the school’s culture. Teachers use assessment results to work with students to set reading, writing and math goals that focus on strategies for individual student success. In addition to district assessments, teachers also use formative assessments to provide “just-in-time” instructional opportunities. Students who are struggling with a particular concept are immediately identified and re-teaching occurs helping students close the gap. Guided learning groups are formed to give students a second and third dose of instruction as needed. The school implements a daily 45-minute intervention/enrichment (I/E) block at each grade level providing opportunities for further individual instruction. Students that are significantly struggling with various skills in reading or math engage in targeted, research-based interventions. These interventions, provided through one-on-one or small group instruction and with computer-based programs, are implemented with fidelity so students can close achievement gaps and take ownership of their own learning. An understanding of individual student data is ever-changing and teachers make constant adjustments to teaching based on the never ending analysis of student performance.

Teachers provide ongoing communication with parents regarding student progress and learning targets. Classroom newsletters highlight expectations and ways parents can support children’s learning. Each grade level has a published website that provides resources for students and parents to support learning outside of the school day. Quarterly report cards highlight student achievement based on district learning standards. During parent-teacher conferences, both formative and summative data is shared. Goal setting conversations take place and strategies for supporting those goals at home are discussed. Parents and teachers feel open to communicate through phone or e-mail whenever information needs to be shared to support individual student learning. Open communication with parents allows for a collaborative learning environment supporting each individual child.

The ever flowing relationship between the assessment elements - instruction, common assessments, informal assessments, student goal setting and parent communication - have helped Suamico staff, students and families show continuous progress in learning partnerships. It is clear that Suamico’s strong focus on assessment, and all of its components, makes a difference for student learning each day.

3. Sharing Lessons Learned:

The teachers and staff of Suamico Elementary consistently explore opportunities to share ideas and learn with other professionals. In 2009, Suamico's principal built a collaborative relationship with the principal of Kildeer Elementary in District 96 to further explore opportunities for improvement in each school. District 96, in Buffalo Grove, Illinois, is known throughout the nation for being high achieving through the systematic use of interventions supported by a professional learning community (PLC) model.

Suamico Elementary teachers visited Kildeer Elementary and worked as educational analysts to help explore new ideas to enhance learning. Groups of teachers were interviewed and the analyst team provided opportunities for improvement. Specifically, Suamico staff offered ways to employ strategies where students receive more intervention within the classroom rather than library based intervention centers. Then teachers from Kildeer Elementary visited Suamico Elementary. Teachers were able to have collaborative share sessions with their partner school, which provided a powerful opportunity to discuss the successes and challenges experienced from day to day.

Suamico teachers share best practices for instruction and interactive lessons with colleagues. Since the 2010 building-wide implementation of the Daily 5 literacy management structure, various staff members have presented the Daily 5 to other school districts, including a presentation at the state education convention by the principal and literacy specialist. Technology and literacy in-services for teachers across the district are also offered by Suamico staff. Additionally, the principal and gifted and talented teacher shared Suamico's student placement model, "clustering", at the state education convention.

Collaboration between HSSD elementary schools at district meetings helps systemize instruction and assessment. Each grade level team member is an expert in one curricular area. Through the "expert" team model, teachers across the district collaborate to create rubrics, common assessments and best practice strategies to build consistency. In turn, experts communicate back to the school teams to keep all members informed of current district-wide work.

Suamico teachers embrace many opportunities to share their experiences and abilities with others, including with one another. Staff meetings are designed to be interactive and collaborative environments where teams share their knowledge with the rest of the school. The ideas are endless, yet exciting.

4. Engaging Families and Communities:

The Suamico staff is passionate about involving parents and community members in students' education. Teachers and staff embrace parent and community volunteers throughout the school as instructional coaches, Junior Achievement instructors, and teacher assistants. The partnership of parents and community members is strongly tied to the school's overall success.

Suamico staff is in constant communication with students and families. Video recordings of students modeling skills and strategies are made available on grade level websites for use by both students and parents. In addition, website links are included for student skill practice. Parents enjoy feeling more connected to classroom events when viewing pictures and videos on teacher websites. Teachers individualize communication through parent e-mails, phone calls, and conferences. Parents are encouraged to ask questions and connect with teachers on student learning and progress. Classroom and school newsletters provide another form of communication. The newsletters highlight learning goals and help parents understand ways to support the grade level and school expectations. Teachers welcome parent connections by reaching out to help parents support their child's academic and social-emotional growth.

The Suamico Elementary Parent-Teacher Organization (PTO) has been extremely supportive since the school opened in 1954. Strong parental involvement in conjunction with a dedicated school staff has helped build success for students. Over the years the PTO has funded a variety of school improvements, most notably the purchase and implementation of various technology devices to enhance learning opportunities. Additionally, the PTO promotes a positive school culture by hosting several community events each year.

The school improvement plan includes a goal to have all students participate in service projects. Students participate in several service events, each with a direct tie to Suamico Elementary or the school district community. The school offers several other family events to promote literacy (Read-a-thon), a deeper understanding of benchmarks (third grade immigration simulation), wellness (Healthy Movers Club), outdoor learning and exploration of Suamico's school forest (Owl Night), student research and presentation skills (Interest Fair), school and classroom celebrations (fall, winter and spring celebrations) and more. The fourth grade students, along with most of their parents, take a field trip to the Wisconsin state capitol each year as an educationally relevant culminating experience to celebrate their five years at Suamico Elementary. Providing varied experiences for children and community to work cohesively ensures student success and school improvement while meeting the district's motto of "Serving, Learning, Achieving - Together".

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Suamico teachers consistently implement best practices across the core curriculum by supplementing the district “guaranteed and viable” curriculum and resources with researched-based, multi-dimensional instructional practices. To target the needs of students, teachers participate in weekly PLC meetings, grade level teacher data reviews, ongoing professional development activities, and organized book studies to help align instruction within and across grade levels. In addition, technology is not just an isolated program, but is embedded throughout all curricular areas. Technology enhances learning by increasing student engagement and access to information at school and home while allowing students to reach out locally, nationally and globally. Utilizing these best practices provides Suamico Elementary students with a solid educational foundation enabling student success as 21st century learners.

In 2012, the school board of the Howard-Suamico School District embraced 21st century learning skills by adopting ends policies related to five C’s; communication, collaboration, critical thinking, creativity and citizenship. With that, all learning standards within the district are tied to 21st century learning skills, including specific 21st century benchmarks. Students are prepared for their future which supports the district vision of developing productive, responsible, civic-minded adults who prosper and serve.

Suamico Elementary School embraces a balanced literacy approach to language arts instruction. By participating in the Daily Five and CAFÉ book studies, Suamico staff implements a common language and deeper understanding of balanced literacy. These concepts are the universal approach in all classrooms within the building. The literacy specialist provides additional support and inservice opportunities as teachers implement the Daily Five and CAFÉ models.

As part of the balanced literacy approach, Suamico teachers integrate science and social studies content into reading and writing instruction. This enables teachers to provide students with authentic reading and writing activities with purpose. Project-based learning activities have been created and implemented in all grade levels to tie together curriculum areas and promote 21st century learning skills.

Suamico teachers strive to integrate a variety of best practices in math instruction. The Math Expressions series is used as the framework for instruction and is supplemented with additional materials to enhance student understanding of mathematical concepts. In addition, the staff participated in a book study of John VanDeWalle’s *Teaching Student-Centered Mathematics* as well as attended Cognitively Guided Instruction (CGI) and Mathematics Frameworks courses. These studies have helped teachers gain a deeper understanding of mathematics instruction and implement math lessons with a stronger student strategy approach.

The visual arts program integrates basic artistic skills for students at each grade level while complementing content from various curricular areas. Many of the projects are theme-based and include grade appropriate art skills integration. The art teacher collaborates with classroom teachers to provide hands-on, student centered projects that reinforce the retention of skills.

The music program includes a general music curriculum with integrated elements of Orff and Kodaly teaching methodologies. Students explore elements of music through voice, instrumentation and movement. The music teachers also supplement parts of the Common Core State Standards for English Language Arts (CCSS ELA) standards through musical concepts, including rhythm, rhyme and pattern.

The physical education program focuses on teaching lifetime skills and activities that can be integrated across several physical disciplines. Health education concepts are continuously integrated helping

students understand their personal role in ensuring a healthy lifestyle. Students explore skills in various physical mediums, including the gym, track, playground, fields and school forest.

Suamico's core curriculum ensures that students are well-rounded 21st century learners. Suamico student data provides evidence of the core curriculum's success. Additionally, Suamico staff are lifelong learners who continuously strive for a deeper understanding of current best instructional practices through ongoing discussions and professional development.

2. Reading/English:

Balanced literacy provides a foundation for reading instruction. To meet the needs of all students, the staff implements a three-tiered approach to literacy instruction: universal, selected and targeted. The tiered approach, implemented daily in all classrooms, has proven to accelerate the reading development of all learners.

Universal reading instruction includes shared reading, interactive read-alouds, and independent reading while utilizing the Daily Five and CAFÉ methods. The instructional focus includes a balance between comprehension and accuracy. Developing anchor charts, modeling expectations and promoting student choice encourages independent readers and thinkers while building a natural love for reading. The gradual release model, "I do, we do, you do", is employed to help students take ownership for their learning. First, the concept is modeled (I do), then the class collaborates to provide appropriate ideas and examples (we do) and finally each student processes and works with information independently (you do). Modeled during shared reading, the CCSS foundational skills of phonics, word recognition and fluency empowers emergent readers with skills and knowledge to independently attack new text and dig deeper into revisited text. Emphasizing metacognition, dialoguing with peers about thinking and setting reading goals helps to build independent capacity to comprehend texts while supporting foundational skill work. Teachers consistently make thoughtful choices about the best way to support students as they become better readers and thinkers.

Selected instruction is provided through guided reading and strategy groups while supported with technology. Guided differentiated instruction matches the individual needs of each child. Students needing additional support are given a second and third dose of instruction to help close skill gaps. In addition, selected instruction allows enrichment opportunities for advanced students. Continued monitoring of student progress drives future selected instruction.

Targeted instruction is supported by the literacy specialist, special education teacher or gifted and talented teacher for students achieving well below or significantly above peers. Struggling students attack learning gaps through scientific intervention opportunities while advanced learners are challenged to enrich overall learning needs. Student performance is progress monitored weekly to guarantee proper growth. Based on individual growth, changes are made to intervention and selected classroom instruction to meet individual student needs.

Suamico Elementary's reading curriculum and instruction provides opportunities for all students at the whole group, small group and individual level. Student progress and growth are monitored and addressed "just in time".

3. Mathematics:

In 2008, the Howard-Suamico School District adopted the Math Expressions series. This cyclical series provides math instruction that is strategy focused and incorporates high levels of "math talk". Whole-group strategy-based instruction is the primary emphasis while guided and targeted opportunities enhance student learning. Recently, teachers have unpacked the CCSS to align mathematics instruction horizontally within the grade level and vertically across grade levels. Grade level common assessments

were written, implemented and revised to help teachers better understand the learning needs of students. These approaches have played a significant role in increased student proficiency and growth in mathematics over the past five years.

The Math Expressions program provides the foundation for whole group instruction. Inquiry driven instruction allows students to choose a strategy that best meets their individual instructional level. Using a hands-on approach, students represent solutions to mathematical situations and use “math talk” to explain reasoning. Teachers also infuse Van de Walle activities into Math Expression lessons, providing foundational number sense as a key to math success. Integrated cognitively guided instruction activities allow teachers to tier lessons to reach students at differentiated levels. This integrated approach fosters tremendous growth for students while providing strong whole group instruction. During “math talk” and independent work, teachers identify student areas of need which leads to focused intervention and enrichment.

Selected instruction is based on student data and teacher observations. Skill groups are formed to close gaps and enrich learning. The Origo Education “Book of Facts” kit is used with students to provide a linear progression of computation skills when deficits are evident. Teachers utilize guided instructional websites and hands-on manipulatives to create a deeper conceptual understanding of skills to enrich learning.

Targeted and research-based instructional opportunities are provided for students who show significant learning differences in mathematics. These interventions are provided through computer-based and one-on-one learning situations with classroom teachers, special education teachers and gifted and talented teachers. Student proficiency and growth levels are progress monitored and instruction within the classroom setting is appropriately adjusted. Opportunities for enrichment allow students to explore real-world mathematical problem solving opportunities.

Studying and implementing various supplemental approaches to the Math Expressions curriculum have helped Suamico students to achieve at high levels. Students enjoy using a variety of strategies and manipulatives to complete mathematical tasks. The implementation of common assessments provides a framework for teachers to better understand and adjust to individual student needs.

4. Additional Curriculum Area:

As the district moved into the 21st century, it became evident that 21st century skills, or the five C’s; communication, collaboration, creativity, critical thinking and citizenship, needed strategic implementation across the curriculum. A 21st century district curriculum team formed to develop K-12 benchmarks. At the same time, each grade level developed, piloted and implemented project-based learning (PBL) activities in social studies to help students use the five C’s to solve real-world problems and issues. As a result of this initiative, the school board changed the ends policies to align with 21st century skills. Currently, curriculum is tied to 21st century skills and implementation reports are shared with the school board.

Suamico teachers integrated PBL activities derived from research by Intel and the Buck Institute into the social studies curriculum. They all have a global emphasis and include a civic, global, financial or health focus. These projects integrate the five C’s of 21st century skills into the content curriculum in grades one through four at Suamico Elementary. Each PBL unit begins with a driving question to promote student inquiry throughout the unit and includes a challenge, investigation, scenario, problem or issue for the students to work through. PBL initiates higher level Bloom’s Taxonomy skills while connecting students globally.

Suamico teachers have incorporated 21st century skills into curricular areas. Scaffolded across grade levels, technology enhances 21st century concepts to ensure students can work independently when

implementing PBL activities. Specifically, the fourth grade team created a rotation for science, social studies and 21st century skills (**U-CREATE!**) which incorporates learning across curricular areas while integrating technology and 21st century learning skills. Named after the higher levels of Bloom's Taxonomy, **U-CREATE!** stands for: **U**nderstand, **C**reate, **R**emember, **E**valuate, **A**pply and **A**nalyze-**T**echnology **E**ducation. This rotation allows for teachers to collaborate and all fourth grade students to receive consistent opportunities. Each spring Suamico fourth graders participate in the Learning.com 21st Century Skills Assessment and as a whole score in the "Advanced" category. This is quite an honor considering Suamico ranks among the top five of schools that utilize this tool.

Engaging students with technology and the five C's prepares Suamico students for their future in a 21st Century world. In this ever-changing global environment, building students' capacity to be flexible, critical thinkers is essential for individual student success. PBL activities in the classroom provide a framework for these skills to be attained through authentic activities.

5. Instructional Methods:

A focus at Suamico Elementary is to meet the diverse needs of each student. This begins with the placement of students. When placing students, teachers consider student data and performance to create a balanced classroom, while clustering sub-groups of students in specific classrooms. Clustering, based on Marcia Gentry's book *Total School Cluster Grouping and Differentiation*, maintains a variety of student learning needs while allowing a tighter student data range where specific learning gaps can be addressed at a deeper level. Most classrooms only have three of the five typical subgroups (Low, Below Average, Average, Above Average and High) allowing the students to have more similar peers and for the teacher to have a higher level of directed differentiation.

Suamico's building schedule is designed to provide each grade level with a common instructional time to create an intervention and enrichment block (I/E). Student needs are met within the classroom through whole group instruction, small group intervention, and intensive intervention from the general education teacher, literacy specialist, gifted and talented instructor, or special education teacher.

A co-teaching model is used in each grade level. The special and general education teachers plan and implement whole group and guided lessons together in the regular education setting. This allows tiered instruction and "just in time" intervention for students with disabilities as well as other students who may need additional support.

All teachers implement a daily 45 minute I/E block used for intervention and enrichment activities with small groups or individuals needing further guided instruction beyond universal instruction. "First instruction" does not occur during this time. These small, fluid groups vary depending on student need, pre-tests, data, and unit changes. Students that need intensive intervention work with specialists during I/E. Technology is infused within the I/E block providing all students with individual learning opportunities.

Teachers individualize student-led learning by incorporating varied technologies. Website subscriptions that generate student reports support accountability, allowing teachers to monitor student progress and adjust activities. Teachers also utilize "Panther produced" videos to reinforce a deeper understanding of strategies and concepts. These videos are produced with iPads and posted on teacher websites. Additionally, parents enjoy using these videos to support learning at home.

The Suamico staff is passionate about individualizing instruction. Collaboration among staff and the incorporation of technology into daily instruction ensures individual needs are met.

6. Professional Development:

The importance placed on professional development opportunities at Suamico Elementary has evolved into a clear focus on student learning and instructional practices. The comprehensive approach is research-based and data driven to provide a foundational structure relevant in kindergarten through fourth grade. Suamico's professional development also centers on the gradual release of responsibility model. The principal initiates research-based ideas (I do), shares and implements them with staff (we do), and encourages staff to incorporate these ideas in their classrooms (you do), ultimately impacting student learning.

Universal professional development opportunities at Suamico staff meetings emphasize an understanding of the CCSS and differentiated instruction. Horizontal (within the grade level) and vertical (across grade levels) investigation stimulates conversations supporting teacher understanding and student achievement. Numerous book studies broaden the knowledge base and "toolbox" of teachers. In addition, current best practices are shared and staff members coach one another in the areas of technology, literacy, and math. Building a common understanding of academic standards and best practices helps staff support student achievement in every classroom.

As 21st century learners, teachers have the opportunity to develop an understanding of technology integration during 15 minute trainings before and after school provided by the technology integration specialist and building principal. These differentiated trainings enable teachers to move from "we do" to "you do" toward an implementation of technology which ultimately impacts student learning.

PLCs ensure professional time for teachers to discuss and research best practices based on student needs. These 45 minute weekly meetings allow teachers to be collaborative, vulnerable and open-minded about student learning while focusing on data to drive learning and instructional decisions. Teacher teams also investigate best practices through book studies.

Beyond the school's plan, the district outlines a strategic plan for staff development. Suamico teachers consistently surpass this expectation by coaching one another, accessing technology resources, and attending building-wide trainings, summer learning academies, and district trainings that provide new best practices within the art of teaching. The in-service opportunities are tied to three district focal points: literacy for all, creativity skills and 21st century life and career skills. Suamico Elementary connects its professional development activities to the district's strategic plan while interpreting school wide, grade level or individual student learning needs.

Suamico Elementary School incorporates research based professional development activities. Building on one another's expertise, Suamico's approach weaves the gradual release of responsibility model into learning activities promoting student learning and school improvement.

7. School Leadership:

At Suamico Elementary, developing relationships is the heart of the leadership philosophy. There is a shared, collaborative leadership understanding where each staff member's ideas are honored within their own particular "lens". The principal's responsibility is to holistically look at the needs of the building and line up the lenses to infuse a clear, collaborative view of what is best for all Suamico students in kindergarten through fourth grade. Research-based professional development ideas and strategies are initiated by the principal and infused in all staff development activities throughout each school year. At the same time, strong relationships and shared leadership among staff members helps to generate a safe environment where focused ideas are embraced and decisions are made to reflect the needs of all stakeholders.

Suamico Elementary School utilizes a decision making continuum ranging from principal or staff-only decisions to collaborative resolutions among all groups involved. The level of the continuum is identified by the group before important topics are discussed. To ensure that students remain the focus of the work,

decisions that have a building-wide impact cycle through a tiered process. Various teams become involved in the decision making process including:

- Principal - Ideas with a building-wide impact are shared with the principal. Other times, the principal generates ideas based upon district and state initiatives.
- Service Team Leaders (STL) - Building-wide ideas are filtered through the service team leaders. This group consists of one representative from each grade level, plus a special education teacher providing a multi-grade level perspective.
- Data Retreat Teams - Teams analyze student data and implement researched strategies to adjust for student needs.
- Building Math Team / Building Literacy Team - Math and literacy ideas are clarified through these teams.
- Professional Learning Community - Grade level PLC teams interpret initiatives to fit the needs of the students. The PLC team creates a realistic plan for individual classroom implementation.
- Classroom - Teachers integrate ideas within their specific learning setting.

Throughout the tiered process, teams incorporate ideas and decisions through a “Plan, Do, Check, Act” cycle to ensure that relevant, purposeful improvement ideas are considered. Since each member of the Suamico team brings a unique perspective and varied experiences, the alignment of the individual lenses, starting with student data and including researched best practices, allows the tiered idea process to cycle fluidly. This alignment creates a common vision among classrooms which provides consistent instructional approaches for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	81	81	76	61	68
Advanced	24	17	17	19	13
Number of students tested	58	52	70	36	111
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	30
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	1	1	3	2	10
2. African American Students					
Proficient		Masked		Masked	
Advanced		Masked		Masked	
Number of students tested		1		3	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	6	6	9
5. English Language Learner Students					
Proficient	Masked		Masked		Masked
Advanced	Masked		Masked		Masked
Number of students tested	1		2		1
6. Asian					
Proficient	Masked		Masked		Masked
Advanced	Masked		Masked		Masked
Number of students tested	1		1		2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	57	75	61	53	56
Advanced	12	17	16	22	18
Number of students tested	58	52	70	36	111
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	20
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	1	1	3	2	10
2. African American Students					
Proficient		Masked		Masked	
Advanced		Masked		Masked	
Number of students tested		1		3	
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	6	6	9
5. English Language Learner Students					
Proficient	Masked		Masked		Masked
Advanced	Masked		Masked		Masked
Number of students tested	1		2		1
6. Asian					
Proficient	Masked		Masked		Masked
Advanced	Masked		Masked		Masked
Number of students tested	1		1		2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	83	73	70	80	62
Advanced	38	15	19	20	17
Number of students tested	53	73	64	41	114
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	3	6	5
2. African American Students					
Proficient			Masked		Masked
Advanced			Masked		Masked
Number of students tested			2		1
3. Hispanic or Latino Students					
Proficient					Masked
Advanced					Masked
Number of students tested					1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	30
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	6	7	4	10
5. English Language Learner Students					
Proficient		Masked			
Advanced		Masked			
Number of students tested		2			
6. American Indian					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient	68	49	44	44	46
Advanced	19	11	11	15	11
Number of students tested	53	73	64	41	114
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	3	6	5
2. African American Students					
Proficient			Masked		Masked
Advanced			Masked		Masked
Number of students tested			2		1
3. Hispanic or Latino Students					
Proficient					Masked
Advanced					Masked
Number of students tested					1
4. Special Education Students					
Proficient	Masked	Masked	Masked	Masked	20
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	6	7	4	10
5. English Language Learner Students					
Proficient		Masked			
Advanced		Masked			
Number of students tested		2			
6. American Indian					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	1	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI1